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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, UNITED STATES ACTIVITIES--1967.

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THIS REPORT SUMMARIZES A NUMBER OF UNITED STATES ACTIVITIES IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), COVERING ROUGHLY THE YEAR 1967. ALTHOUGH NOT EXHAUSTIVE, IT PROVIDES DESCRIPTIONS OF NEW PROGRAMS AND SIGNIFICANT DEVELOPMENTS IN ONGOING PROGRAMS, COMPILED FROM INFORMATION SUPPLIED BY FEDERAL, STATE, AND CITY GOVERNMENT AGENCIES, AS WELL AS UNIVERSITIES, FOUNDATIONS, AND OTHER PRIVATE ORGANIZATIONS. IN FOUR PARTS, THE AREAS REPRESENTED ARE THE FOLLOWING-- (1) GENERAL ACTIVITIES, (2) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS, (3) ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES, AND (4) MATERIALS DEVELOPMENT AND TESTING. THIS REPORT WAS PREPARED BY THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM OF THE CENTER FOR APPLIED LINGUISTICS FOR THE NINTH INTERNATIONAL CONFERENCE ON SECOND LANGUAGE PROBLEMS, HELD IN TUNIS, APRIL 24-27, 1968. (AMM)

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United States Activities : 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Prepared by the English for Speakers of Other Languages Program
Center for Applied Linguistics, for the
Ninth International Conference on Second Language Problems
Tunis, Tunisia, April 24-27, 1963

AL 001 199

TABLE OF CONTENTS

		Page
A.	General Activities	1
B.	English Language Teaching and Teacher Training Overseas	3
C.	English Language Teaching and Teacher Training in the United States	6
D.	Materials Development and Testing	9

Index of Crganizations 12

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

United States Activities : 1967

This report summarizes a number of United States activities in teaching English to speakers of other languages (TESOL). It covers roughly the year 1967 and was prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics for the Ninth International Conference on Second Language Problems, Tunis, April 24-27, 1968. Although not exhaustive, it provides information on new programs and on significant developments in ongoing programs.

The report has been compiled from information supplied by federal, state, and city government agencies; universities; foundations; and other private organizations. In many cases the compiler of the report had no first-hand acquaintance with the projects or materials described and relied on the information supplied by these institutions. The source of additional information on a project appears in parentheses at the end of each entry and organization addresses are on the last page of the report.

A. GENERAL ACTIVITIES

1. Bilingual Education Act. The Bilingual Education Act, signed in January 1968, authorizes grants to local schools and to colleges applying jointly with local schools for programs designed to meet the special educational needs of children whose first language is other than English. Authorized activities include research projects related to bilingual education; preservice or in-service training to prepare persons for work with bilingual education programs; planning and establishment of bilingual education programs; adult education, particularly literacy training; and establishment in the Office of Education of an "Advisory Committee on the Education of Bilingual Children." (U.S. Office of Education)

2. Survey of Language Use and Language Teaching in Eastern Africa. A four-year survey of language use and language teaching in the nations of Eastern Africa (Ethiopia, Kenya, Uganda, Tanzania, and Zambia) was begun on July 1, 1967. The aims of the Survey are: (a) to assemble basic data on the use and teaching of the major languages in each country; (b) simultaneously to stimulate local research in linguistics, sociolinguistics, and language pedagogy; (c) to foster closer and more productive contacts among specialists in different countries and across disciplinary lines; and (d) to strengthen the institutional and personnel resources in the language sciences in Eastern Africa. This is a cooperative project sponsored by The Ford Foundation, involving grants to the Center for Applied Linguistics, the University of California at Los Angeles

(UCLA), and the University of East Africa. (Department of English, University of California at Los Angeles)

3. Study of Teaching English to American Indians. From March to July 1967, a group of specialists in linguistics, the teaching of English to speakers of other languages (TESOL), and related fields conducted a study of the problems of teaching English to American Indians under the auspices of the Center for Applied Linguistics (CAL) and the U.S. Bureau of Indian Affairs (BIA). The investigation included an attitude study, the collection of factual information, and field visits to some 40 BIA and public schools in six states. The Study of the Problems of Teaching English to American Indians: Report and Recommendations was prepared at the conclusion of the project and has been published for general distribution by CAL. (Center for Applied Linguistics)

4. TESOL Association. Since its first convention held in the spring of 1967, the association for Teachers of English to Speakers of Other Languages (TESOL) has become officially affiliated with the American Council on the Teaching of Foreign Languages (ACTFL) and has formed a five-member Research Committee. Also, two issues of the Quarterly Journal and one issue of the TESOL Newsletter were distributed in 1967. Association membership has increased from approximately 700 (December 1966) to about 2,000. The 1968 convention was held in San Antonio, Texas, from March 6-9. (Executive Secretary, TESOL, Georgetown University)

5. Survey of English Language Teaching, 1957-67. A comparison of the state of TESOL in 1957 and in 1967, prepared by Dr. Albert H. Marckwardt, was published as a supplement to the October 1967 issue of The Linguistic Reporter. Dr. Marckwardt presents an introductory statement on TESOL development from 1940-57 and then considers the past decade in terms of the activity of U.S. Government agencies, private organizations, and foundations; progress in teacher training and materials development; and some needs that have evolved for the continuing development of TESOL. (Center for Applied Linguistics)

6. TESOL Component Added to Educational Resources Information Center (ERIC) Clearinghouse for Linguistics. In 1967, the ERIC Clearinghouse for Linguistics received funds from the U.S. Office of Education to include in its scope the field of TESOL. The Clearinghouse for Linguistics, housed at and administered by the Center for Applied Linguistics, is one of eighteen subject-oriented clearinghouses which collect, process, and disseminate information on educational research results and related materials. The ERIC system is a nationwide program of the U.S. Office of Education. (Center for Applied Linguistics)

7. Employment Clearinghouse for Linguistics. During 1967, the Center for Applied Linguistics established an Employment

Clearinghouse for Linguistics for the collection and dissemination of information about vacancies and job applicants in linguistics, the teaching of English as a foreign language, and the teaching of languages not commonly taught in the United States. A Bulletin, listing both vacancies and applicants, is prepared four times a year and distributed free of charge to those who request it. (Center for Applied Linguistics)

8. TESL Policy of the Trust Territory of the Pacific Islands, U.S. Department of the Interior. An official directive from the Office of the High Commissioner establishing the policy for the teaching of English as a second language (TESL) for the schools of the Trust Territory was issued and implemented during 1967. More than 30,000 elementary and high school students representing at least nine major languages make up the school enrollment of the six districts of the Trust Territory. The main objective of the new policy is the establishment of English as the general language for communication and instruction. Implementation requires that children entering grade one of elementary school will be taught to read in their local language; English will be taught as a second language, the major aims being oral English and literacy in English; and English will become the medium of instruction "when students indicate sufficient evidence of their ability to comprehend other subjects in English." (Office of Territories, U.S. Department of the Interior)

B. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS

1. English Language Program for Thai Universities. In April 1967, the University of Pittsburgh received a Rockefeller Foundation grant to help improve the current English language program of Thammasat University and the University of Medical Sciences, Thailand. Under this cooperative program, visiting faculty will be seconded to Bangkok to work with Thai teachers at the two institutions. The program is scheduled through June 1971. (Department of General Linguistics, University of Pittsburgh)

2. Support for English Language Teaching in Algeria. In 1967, The Ford Foundation made a grant to Cornell University and the University of Algiers for a joint program of English language teaching at the University of Algiers. The grant provides for American personnel to teach at the University of Algiers, fellowships for Algerian students to study in England and the United States, a modern language laboratory, research equipment, and a library. (International Division, The Ford Foundation)

3. Support for English Language Teaching in Indonesia. A Ford Foundation grant to the Research Foundation of the State University of New York provides for renewed efforts in the teaching of English in Indonesia. The funds will be used for an

emergency upgrading program for English-language secondary-school teachers. They will receive instruction at a center that will be moved to a new location every six months in order to accommodate as many participants as possible. Additionally, foreign specialists and language laboratory equipment will be provided as well as support for workshops, seminars and curriculum planning. The Ford Foundation has lent support to English language teaching in Indonesia since the early 1950's. (International Division, The Ford Foundation)

4. Support for English Language Training in Nigeria. In January 1968, Southern Illinois University received a Ford Foundation grant to assist in the establishment of an English-language training program in Lagos, Nigeria. The funds will be used for fellowships for training several Nigerian staff members in the United States, language course materials, a language laboratory, and staff salaries. (International Division, The Ford Foundation)

5. Support for English Language Program in Turkey. A 1967 Ford Foundation grant was made to Hacettepe Science Foundation and provides for the establishment of an English language program at Hacettepe University, Ankara, Turkey. The program is part of an expansion project at the School of Arts and Sciences. (International Division, The Ford Foundation)

6. Support for Language Research and Training in the Republic of Uganda. A Ford Foundation grant was made to the Ministry of Education of Uganda in January 1968 to help establish a primary school language research and training unit. The unit will develop new materials and methods for training primary school teachers and will advise on the introduction of English as the medium of instruction in the elementary grades. (International Division, The Ford Foundation)

7. Evaluation of Teacher Education Program. In June 1967, the U.S. Agency for International Development (AID) contracted with the American Institute for Research (AIR), Pittsburgh, Pennsylvania, to carry out Phase IV of the Teacher Education Program (TEP), a training course utilizing programmed instruction techniques. Tryouts will be held at the Central Institute of English, Hyderabad, India; The Regional Center for English Teaching, Singapore; and the Instituto Pedagogico, Caracas, Venezuela. (US/AID)

8. Regional Center for English Language Teaching in Singapore. During 1967, plans were made for the establishment of a Regional Center for English Language Teaching through the cooperative efforts of the U.S. Agency for International Development and East Asian countries (Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam) participating in the Southeast Asia Ministers of Education Secretariat. An

Interim Project Office was set up at the University of Singapore in 1967 to carry out the necessary preparations for the official opening of the Center which is expected to take place in July 1968. (US/AID)

9. Survey of English Language Teaching in Jordan. A one-year study to determine the status and needs of English language teaching in Jordan was sponsored by the U.S. Agency for International Development in cooperation with the Jordanian Ministry of Education. The survey was carried out by the Center for English Language Research and Teaching, American University of Beirut under contract with AID. An analysis and recommendations for a ten-year schedule of activities to improve English language instruction in Jordan was completed in June 1967. (US/AID)

10. Programs of the Defense Language Institute (DLI). For fiscal year 1967, it is estimated that 2400 foreign military personnel received additional English language instruction in the continental United States. Also, approximately 120 members of the foreign military were trained as teachers of English. Overseas activities included establishment of two English language schools (one in Tunisia and one in Portugal), and installation of sixty language laboratories abroad by DLI personnel. (DLI)

11. Peace Corps Programs. As of September 1, 1967, approximately 2,986 Peace Corps Volunteers (PCVs) were teaching English as their major assignment. This group represented about 28% of the total PCVs assigned overseas. In mid-1966 only 18.5% (1,950 PCVs) of the total PCVs assigned overseas were engaged in teaching English. The greatest number of PCVs teaching English were in East Asia and the Pacific (1,239), and Africa (1,134), as compared with the North Africa, Near Eastern and South Asia (NANESA) regions (542) and Latin America (71). Major emphasis in many English programs is teacher training through co-teaching with host nationals and assistance in workshops and seminars. (Peace Corps)

12. Programs of the U.S. Information Agency (USIA). During fiscal year 1967, USIA adult English classes were conducted in 57 countries and in 186 cities with a total enrollment of about 330,000 (an increase of 20,000 over the previous year). The majority of the programs continue to be in Latin America (117), as compared with the Far East (25), Africa (22), the Near East (20), and Europe (2). In cooperation with local ministries of education and associations of English teachers, USIA also sponsored 112 seminars in 36 countries for approximately 5,500 teachers. It is estimated that these teachers taught about 750,000 students. (English Teaching Division, USIA)

C. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES

1. Combined Academic Orientation and English Language Program for Latin American Engineers, Stanford University. An eight-week experimental program in academic orientation and intensive English, designed especially for newly admitted graduate engineering students whose native language was either Spanish or Portuguese, was conducted at Stanford University during the summer of 1967. The academic orientation consisted of lectures on engineering sciences, discussion seminars, and homework, while the English instruction consisted of daily classes in study techniques, grammar, and speech with associated language laboratory practice. The fifteen students participating in the combined program received instruction from both members of the Engineering Department and teachers trained and experienced in English as a foreign language and linguistics. It is planned to expand the program for engineering students and to offer a program adapted for a small group of Chilean lawyers in 1968. (Department of Speech and Drama, Stanford University)

2. Correspondence Course for Training ESOL Teachers. A teacher training course, "Introduction to the Teaching of English as a Second Language", combining traditional correspondence study with self-directed and independent study techniques, was completed in 1967 by a staff member of the University Center for Adult Education for the Extension Service of the University of Michigan. Based on contemporary linguistic theory, the course covers the nature, sounds and structure of language, and classroom procedures in which methods and techniques are specifically applied to the teaching of English as a second language. Materials include five texts, self-administered tests, and a series of participation assignments based chiefly on tapes. The course is available from the Correspondence Study Department of the University of Michigan Extension Service. Over the next 18 months, it is planned to evaluate student responses to participation assignments and measure the effectiveness of the tapes and self-tests. (Extension Service, The University of Michigan)

3. University Programs for Training Teachers of English as a Second Language (TESL). Two institutions introduced degree programs during 1967 specifically for the training of ESL teachers: The Church College of Hawaii, B.A. in TESL, and Hunter College of The City University of New York, M.A. in TESL. (Church College of Hawaii)(Hunter College of The City University of New York)

4. National Defense Education Act (NDEA) Institutes. During the summer of 1967, eleven college-level training institutes were held for 420 supervisors and teachers of English as a second language from elementary and secondary schools in the United States, Puerto Rico, and the Virgin Islands. The sponsoring

institutions were the University of Arizona, University of California at Berkeley, University of Southern California, Georgetown University, Roosevelt University (Chicago), University of Montana, New York University, University of Puerto Rico, Our Lady of the Lake College (San Antonio), University of Texas at Austin, and College of the Virgin Islands. A part-time institute for 27 in-service teachers of English as a second language is being held during academic year 1967-68 at Boston University.

In 1968, 16 summer institutes for about 620 participants will be held, and a part-time in-service program during academic year 1968-69 is scheduled for some 50 teachers and supervisors in the Southwest. (U.S. Office of Education)

5. Experienced Teacher Fellowship Programs. During academic year 1967-68, New York University is conducting its second experienced teacher fellowship program for 25 teachers of English as a second language. The School of Languages and Linguistics, Georgetown University, will carry out a fellowship program for 25 participants during 1968-69. These fellowships are provided for under the Higher Education Act of 1965. (U.S. Office of Education)

6. Programs of the Bureau of Indian Affairs (BIA). In June 1967, the BIA conducted a workshop in English as a second language (ESL) for 1,000 of its teachers in the Southwest region of the United States. Teachers in Alaska and South Dakota participated in workshops which included ESL training. In addition, a series of tests are being developed based on the Fries-Rojas American English Series, some of which have been adapted to the needs of Navajo elementary school children. In September 1967, an ESL specialist was added to the staff of the Curriculum Branch in Washington, D.C. (Division of Education, BIA, U.S. Department of the Interior)

7. Activities of Regional Educational Laboratories. Following are examples of English for speakers of other languages and bilingual programs begun or continued in 1967 by some of the twenty regional educational laboratories of the U.S. Office of Education which were set up under the 1965 Elementary and Secondary Education Act (ESEA).

The Southwestern Cooperative Educational Laboratory (SWCEL), Albuquerque, New Mexico, is adapting and trying out ESOL materials in seven first grade classes of Mexican-American children and two pre-first grade classes of Navajo children. This Oral Language Program (OLP), based on materials recently completed by the University of California at Los Angeles (UCLA) is expected to be used in about 100 classrooms in Arizona, New Mexico, Texas, and Oklahoma by September 1968. Additionally, SWCEL is conducting research concerning language development in the home and in the classroom of Spanish, Navajo, and Pueblo groups. (SWCEL)

The Southwest Educational Development Laboratory (SEDL) has developed materials and techniques which are being used in four urban demonstration centers--San Antonio, McAllen, and Edinburg, Texas and New York City (see item 8 below)--to teach more than 4500 children their native Spanish with English taught as a second language. SEDL is also designing and producing instructional units for a bilingual program (Spanish, French, and English), for grades K-6. (SEDL)

8. Pilot Projects, New York City Elementary Schools. During the 1967-68 academic year, the Board of Education of the City of New York initiated three pilot projects in various kindergarten and first grade classes throughout the area. The materials being used are: the Miami Linguistic Readers, Language Development Project materials (see item 7 above) developed by the Southwest Educational Development Laboratory, and the Merrill Linguistic Readers. In-service training for teachers using the materials and follow-up by ESOL specialists were also included in the programs. Also, the Committee of Law and Licensing of the Board of Education passed a resolution setting requirements and creating a special license for Teachers of English as a Second Language at the Elementary and Secondary levels. (Office of Curriculum, New York City Board of Education)

9. Demonstration Centers, San Diego, California. The ESL Demonstration Project Center, sponsored by the San Diego Unified School District under Title III funding of the Elementary and Secondary Education Act of 1965, provided varied methods of teaching English as a second language at its four demonstration centers during 1967. To date, over 100 educators have visited the four centers, and more than 100 teachers each month have had in-service training. Also, as a result of participation by the Mexican-American community, adult education classes have been formed. (ESL Demonstration Project Center)

10. Curriculum Development Project, Ann Arbor, Michigan. The Bilingual Curriculum Development Program of the Foreign Language Innovative Curricula Studies (FLICS), Ann Arbor, Michigan, sponsored by the Ann Arbor Board of Education and aided by the Center for Research on Language and Language Behavior, University of Michigan, has prepared and distributed teacher's guides for pre-school language programs in English for speakers of other languages, standard English as a second dialect, and for primary one standard Spanish as a second dialect. In addition, FLICS has provided in-service training programs, surveys and consultant services to Michigan school systems. FLICS is funded by the Office of Education as provided in Title III of the Elementary and Secondary Education Act. (Foreign Language Innovative Curricula Studies)

11. Basic Occupational Language Training (BOLT) for New York City Puerto Ricans. In 1967, the Puerto Rican Forum, Inc. began

work on a pilot project to teach practical and job-related English to Spanish-speaking Puerto Rican workers so that they might participate in manpower training programs designed to upgrade their occupational skills and opportunities. A mobile language laboratory located in the immediate vicinity of the hospital or plant participating in the program, programmed instruction, and materials tailored to meet the needs of workers in specific occupations are included in the program design. The project is funded by the U.S. Department of Labor. (Puerto Rican Forum, Inc.)

12. Adult Education Program in Milwaukee, Wisconsin. A project providing English language and literacy training for Spanish speaking adults in Milwaukee, Wisconsin, completed its first year of activity in December 1967. Sponsored by the Council for Spanish Speaking, Inc., the program offers classroom and at-home tutorial service in English language instruction. Other activities include in-service training for non-professionals, development of curriculum guide, and preparation of instructional materials. During its first year of operation 688 students participated. The program is supported by funds from the U.S. Office of Education and the State Board of Vocational and Adult Education, Wisconsin. (Council for Spanish Speaking, Inc.)

13. Among other locally based ESL projects supported by the U.S. Office of Education were: English language instruction in 58 Chicago schools where numbers of children did not speak English as a first language and in-service training for 285 teachers in the Chicago ESL program; library resources and other instructional materials provided for non-English speaking children in elementary and secondary schools in the Coachella School District, California, as well as in Puerto Rico and areas of the southwest United States. (U.S. Office of Education)

D. MATERIALS DEVELOPMENT AND TESTING

1. Teacher Training Film. The Dialogue, a forty-five minute teacher training film, was produced in 1967 by the Board of Education of the City of New York. The film demonstrates methods of starting an English as a second language lesson with a live class of adult education students. (Bureau of Community Education, Board of Education of the City of New York)

2. Radio Programs Prepared by Voice of America and the Swedish Broadcasting Corporation. A series of five 20-minute tapes with scripts on aspects of American life and culture was prepared cooperatively by the Voice of America, USIA, and the Swedish Broadcasting Corporation. Titles in the series are: A Thing on Four Rubber Wheels, The American Drama - Eugene

O'Neill, Father of Waters, Advertising in the U.S., and An American Charade. (Voice of America, USIA)

3. English Teaching Materials, USIA. The following USIA materials were in preparation during fiscal year 1967: An Advanced American English Course consisting of four segments of American studies--political and economic institutions, literature, folklore and arts, and the contemporary American scene; two study units--How Americans Elect a President and We Are the Alliance for Progress; two resource manuals for teachers--Holidays, USA and Visual Aids for the Teacher of English; and Review Your English (text materials to accompany Voice of America tapes). During fiscal year 1967 five issues of the periodical, The English Teaching Forum were prepared and published (1 more issue than 1966). Some 47,500 copies of each issue were distributed in a total of 102 countries. (English Teaching Division, USIA)

4. Handbook for Teachers in Bilingual Schools. In December 1967, consultants from Latin America, the Virgin Islands and the United States cooperated in the development of a handbook for teachers in bilingual schools, which will be available for distribution in 1968. The project was sponsored by the Bilingual Educational Materials Development Center (South Miami), which was recently established as a component of the Southeastern Educational Laboratory (SEL) through a grant from the U.S. Department of State. (Miami Component, SEL)

5. TESL Materials Development Project Center. Following field tests in the U.S. and in several countries overseas of materials prepared for teaching English as a second language to elementary school children, a final report of the three-year project was prepared in 1967. The report, Teaching English as a Second Language Materials Development Center: An Investigation of New Concepts in Language Learning, includes a description of the purpose, method, results and recommendations of the project, and the materials: communication activities, playlets and improvisations, and songs and physical education activities. The project was funded by the U.S. Office of Education and jointly sponsored by the Teachers College, Columbia University and the Council for Public Schools. (U.S. Office of Education)

6. Test of English as a Foreign Language (TOEFL). More than 330 institutions are currently using the Test of English as a Foreign Language, and it is estimated that nearly 30,000 students will register for the test during 1967-68. "Interpretative Information," a booklet of descriptive, normative, and validity data based on the first two and one-half years of the test's administration is currently being revised to include additional information on the more than 20,000 students' tests during academic year 1966-67. (Educational Testing Service)

7. Test in Speaking English for non-English Speaking Adults. A 10-minute test made up of a series of pictures and questions was prepared during 1967 for use at the International Institute, Detroit, Michigan. While the student looks at a picture, he listens to one or more questions about it played on a tape. His answers are recorded on a tape which is then analyzed by the teacher. Designed to identify the intermediate student of English as a second language, the test has also been used as an achievement test for beginning students. (Continuing Education, Detroit Public Schools)

8. DLI Materials Development. English Comprehension Test 6700 is a new screening device to be used in selecting some 10,000 to 15,000 students per year to attend U.S. military schools in this country or receive training with U.S. military units overseas. This test replaces DLI's English Comprehension Level (ECL) 6500. In addition, a self-instructional teacher training course for foreign military personnel is being developed. (DLI)

Ruth E. Wineberg, Editor
April 1968

INDEX OF ORGANIZATIONS

The following is an alphabetical listing, with address, of sources cited in the report. Included are letter and number references to sections where items related to each source may be found.

Board of Education of the City of New York:
Office of Curriculum, 131 Livingston Street, Brooklyn, New York 11201. (C8)

Bureau of Community Education, 110 Livingston Street, Brooklyn New York 11201. (D1)

Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. (A3, A5, A6, A7)

Church College of Hawaii, Laie, Oahu, Hawaii 96762. (C3)

Council for Spanish Speaking, Inc., 524 West National Avenue, Milwaukee, Wisconsin 53204. (C12)

Defense Language Institute, U.S. Naval Station (Anacostia Annex), Washington, D.C. 20390. (B10, D8)

Detroit Public Schools, 5057 Woodward, Detroit, Michigan 48202. (D7)

Educational Testing Service, Princeton, New Jersey 08540. (D6)

ESL Demonstration Project Center, 2950 National Avenue, San Diego, California 92113. (C9)

The Ford Foundation, 320 East 43rd Street, New York, New York 10017. (B2, B3, B4, B5, B6)

Foreign Language Innovative Curricula Studies, City Center Building, 220 East Huron, Ann Arbor, Michigan 48108. (C10)

Hunter College of the City University of New York, 695 Park Avenue, New York, New York 10021. (C3)

Peace Corps, 806 Connecticut Avenue, N.W., Washington, D.C. 20525. (B11)

Puerto Rican Forum, Inc., 156 Fifth Avenue, New York, New York 10010. (C11)

Southeastern Educational Laboratory, 5825 Sunset Drive, Suite 304, South Miami, Florida 33143. (D4)

Southwest Educational Development Laboratory, Suite 550, Commodore Perry Hotel, Austin, Texas 78701. (C7)

Southwestern Cooperative Educational Laboratory, 117 Richmond N.E., Albuquerque, New Mexico 87106. (C7)

Stanford University, Stanford, California 94305. (C1)

TESOL, c/o School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007. (A4)

University of California at Los Angeles, Los Angeles, California 90024. (A2)

University of Michigan, Ann Arbor, Michigan 48104. (C2)

University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (B1)

U.S. Agency for International Development, New State Department Building, Washington, D.C. 20523. (B7, B8, B9)

U.S. Department of the Interior:
Bureau of Indian Affairs, 1951 Constitution Avenue, N.W., Washington, D.C. 20242. (C3)

Office of Territories, C Street between 13th and 19th Streets, N.W., Washington, D.C. 20242. (A3)

U.S. Information Agency, 1711 New York Avenue, N.W., Washington, D.C. 20547. (B12, D2, D3)

U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. (A1, C4, C5, C13, D5)